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ABSTRACT

This paper summarizes the proceedings of a conference held to discuss evaluation in vocational education. The agenda included welcome speeches and the introductory address by Robert Savy, President of the Regional Council of Limousin (France); an opening session with statements from representatives of the Commission of the European Communities (task force on human resources, education, training and youth; task force on employment, industrial relations and social affairs; and task force on regional policy). Four panel discussions focused on the following: (1) evaluation of training for the creation and development of enterprises; (2) evaluation of training for integration and reintegration into the local economy; (3) the programming of vocational training within a specific socioeconomic context; and (4) evaluation of such training. In the closing session, a representative of the European Centre for the Development of Vocational Training (Pasquier) acknowledged the importance of the problems of evaluation within the context of local development for all actors at all levels; proposed that the evaluation of vocational training should start with a precise definition of its primary and secondary objectives; and that an external structure be set up; and elaborated on possible lines of action, including continuing the work on indicators, enlarging the study, and applying the principles of evaluation to all work undertaken. (KC)

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REGIONAL DEVELOPMENT AND VOCATIONAL TRAINING

The problems of evaluation

Colloquium in Limoges, 18 - 19 June 1990

PRELIMINARY REMARKS

1. As late as the 1970s employment and vocational training policy in the countries of Western Europe was mostly in the hands of central agencies. But, through the combined effects of a progressive decentralization of power in the Member States of the European Community, major socio-economic distortions generated by crises and industrial restructuring, and a more intensive quest - through the reform of the structural Funds - for greater intra-Community social and economic coherence, the regional and local authorities have been compelled to assume responsibility for employment and vocational training issues in their territory. At the same time the authorities of the Commission of the European Communities have been trying to make local leaders into fully equal partners. In order to give a better response to local requests, the reform of the structural Funds envisages the provision of credits at regional level in addition to the traditional co-funding of national programmes.

2. In these developments CEDEFOP has seen a new field of research activity: what scope could vocational training schemes have within the context of these new regional scenarios? In order to draw up a list of indicators of the economic efficiency of vocational training since 1988, some case studies have been conducted on the basis of a questionnaire prepared by a multi-disciplinary group of national experts.

5/90

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Following the points covered in this questionnaire, the experts have examined the evaluation results of 27 vocational training programmes with a regional scope, e.g.:

- the social and economic conditions in a region or a geographical area which have led to the implementation of a programme (training of qualified manpower for an industrial project, adaptation of manpower to new employment, development or diversification of vocational training provision, etc.). The studies only covered those programmes where the organization showed an a priori link between economic targets and human resource policy (vocational training);

- the vocational training programme with all its different features: duration, content, teaching methods, trainers, internal and external evaluation;

- the outcomes in socio-economic terms.

3. Parallel to this, the Evaluation Unit of the European Social Fund (ESF) has developed methodology for the evaluation of complex regional vocational training programmes. Thanks to preliminary inter-institutional contacts, the findings of the CEDEFOP studies were analysed in seminars together with the Commission of the European Communities and presented to a larger audience at Limoges on 18/19 June 1990.

4. In the context of evaluation "partnership" is a key word. At Limoges several partners made it possible for approximately 100 experts from the twelve Member States to get together and reflect on the multitudinous aspects of evaluation, whether this was ex ante, in transitu or ex post evaluation. In addition to the Commission, CEDEFOP and the Region of Limousin, the French Government also provided financial support in the form of an exceptional subsidy which enabled the countries of Southern Europe to be relatively well represented. Of the participants 40% were researchers, 40% were persons responsible for vocational training and 20% were members of employers' associations and trade unions.

5. The agenda consisted of the following:

- welcome speeches and the introductory address by Robert SAVY, the President of the Regional Council of Limousin;

5/90 - September 1990

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- an opening session with statements from Commission representatives: Task Force on Human Resources, Education, Training and Youth, DG V (Employment, industrial relations and social affairs) and DG XVI (Regional policy);

- four successive panel discussions:

Panel discussion 1:	Evaluation of training for the creation and development of enterprises;
Panel discussion 2:	Evaluation of training for integration and re-integration into the local economy;
Panel discussions 3 and 4	The programming and the evaluation of vocational training within a specific socio-economic context;

- closing session.

The statements, which were short and varied, served as the points of departure for the very lively discussions; any attempt to summarize them will certainly fail to do them justice.

I - A SCIENTIFIC PARTNERSHIP APPROACH

Within its specific frame of reference - the reform of the structural Funds - the Commission of the European Communities has been reviewing the long-term impact of complex aid regimes and large-scale regional programmes with the ambitious aim of accelerating the economic and social cohesion of the European Economic Community. For the Evaluation Unit of the European Social Fund (ESF) this approach is geared to the different stages in the administration of co-funding measures. It is undertaken in partnership with regional and national actors, taking into account specific local features (e.g. the availability or non-availability of data and local partners). The aim of the ESF service is to tackle the numerous practical questions which arise together with the regional actors:

- typology of methods: different levels and moments, different delineations of responsibility;

- typology of strategies: the time factor, data collection, receiving structures, synergies.

5/90 - September 1990

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The problem - of scale - consists of compiling the objectivity and pragmatism factors required to provide a solid foundation for action taken at territorial level. The reform of the structural Funds calls for a planned conception of vocational training. The new system is required to fit into national and regional structures.

Evaluation follows the development of the programme stage by stage:

Ex ante: a priori evaluation and programming

- analysis of the economic fabric (employment, type of enterprise, financial flows, markets)
- analysis of existing socio-cultural conditions (flows of persons, provision of vocational training, community initiatives, qualification levels/structures)
- analysis of institutions and their functioning

In transitu:

- internal evaluation, the functioning of the scheme
- monitoring of the execution

Ex post: measurement of net outcomes

The feasibility of ex post evaluation depends on the quality of ex ante and in transitu evaluation. Ex post evaluations, which are the most frequent and the most in demand, are only of limited interest because they do not allow an assessment of previous paths and do not make any reference to programming or to a priori studies.

Experts make a distinction between an analysis of the functioning of the scheme (what is the performance of the programme?) and a study of external effectiveness (is the programme relevant?). The assessment of the delayed effects of the programme on the socio-economic fabric of the region (evaluation in an "open environment") is a problem for the evaluators. Among the external effects there are some which may be attributed to the scheme itself, upstream and downstream; there are the "side" or "windfall" effects: synergy, demonstration, change of mentality or other changes. Another duality which always arises is that of quantitative and qualitative evaluation, the latter being undertaken on the basis of collected data and recorded observations.

Given the costs and the high stakes involved in evaluation, it is essential to find out from the outset if all

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the parties concerned (regulatory bodies, organizers, beneficiaries) share the same concept of evaluation, of its methods and its scope, and whether there is a minimum amount of consensus on the objective pursued. The specialized scientific body entrusted with this task - because evaluation needs time and expertise - must also know "in which scene it is acting" and should only work on the basis of detailed specifications and a precise schedule.

II - EVALUATION OF TRAINING FOR THE CREATION AND THE DEVELOPMENT OF ENTERPRISES (Panel discussion 1)

- Evaluation of the Delfzyl Centre for Adult Vocational Training (Netherlands)

  The Centre was set up in the province of Groningen at the end of the 1970s to "help bridge the gap between supply and demand on the labour market", i.e. the gap between the low-skilled unemployed local labour force and high-grade employment. It has specialized in courses to meet the demand of industry for skilled metal workers and process technicians.

  Do the graduates of these courses find employment faster? Are they better? Do they lose jobs more slowly than others? The study shows that the metal-working courses "score particularly well". There is lack of data on the effectiveness of the process technology course. Jaap de KONING (researcher, Economic Institute of Rotterdam) used the control-group method together with a survey of the participants themselves. On the basis of his findings, also from other studies he has conducted, it appears that the schemes intended for the weakest groups on the labour market hardly make any impact on total employment, they only prevent the creation of an "inferior class". The economic advantages take time to become manifest and are difficult to measure. In this case the projects were mostly small ones; the financing body evaluated some projects and the project team also did some evaluation at the same time. Up to now only ex post evaluations have been carried out. They are of limited value if they remain isolated. The author of the report suggested that there should be a multiplication and centralized collection (e.g. in CEDEFOP) of these evaluations. The comparative data collected from a large number of projects could serve as a guide for the design of new schemes following the "law of large numbers".

5/90 - September 1990

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- Evaluation of the "Entrepreneur" programme of Lolland (Denmark)

The Lolland Entrepreneur Programme (Denmark) was set up to overcome reduction of jobs in agriculture (sugar production) and shipbuilding. It covered a period of three years. A climate of despair and out-migration has set in after the unemployment rate had reached an average level of 14% and even 17% in the Western part of the region.

The "Entrepreneur" Programme was coordinated with the "Start Lolland" programme. Its long-term objectives are to develop enterprise and entrepreneurial skills (absent in a region with large industries), stimulate people to make an effort, enable people to develop themselves, and create employment.

An external evaluation, funded separately, was planned from the start, said Marianne RASMUSSEN (researcher, University of Copenhagen). However, due to the lack of a preliminary agreement, the relations between the evaluators and the programme management were full of conflict. This diminished the credibility of the evaluation and it was difficult to use the results.

Only good cooperation between the evaluator and the programme management will give the evaluation some "flesh", said the author of the report, who suggested that in evaluation, the expectations of one target group should be selected rather than an attempt to satisfy the objectives of all parties. In conclusion, an evaluation contract signed at the beginning and the selection of a long-term perspective will enable a sound evaluation of regional development programmes.

- Evaluation of the Enterprise Training Programme in West Cork (Ireland)

In West Cork the multi-facetted and complex objectives of the programme made it difficult to measure enterprise training efficiency. It was also necessary to define the place of the region in the national and European economy and the synergy effects. The problem of isolating the results of this scheme from other development parameters complicated the evaluation even more.

For Michael A. O'NEILL (consultant, Dublin) who presented this dossier, the only way of resolving these questions was to seek and "adopt without fail" a set of indicators

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which have been thoroughly tested and validated and are noted for their "robustness and portability", so that a structured link could be created between the indicators of enterprise training and the objectives of regional development.

Discussion

* The effects of training cannot be assessed only in terms of ECUs. The participants emphasized the qualitative data to be considered:

  - adaptation, improvement of teaching techniques among the teaching staff;
  - change of attitudes, especially the growing appreciation of vocational training by employers;
  - the cultural development of persons who were somewhat marginalized before training, e.g. young girls and young women from rural areas who, after training, are major elements of change in enterprises in Portugal.

* The problems stem from the links which exist or do not exist between development and training. There is no linear employment/training relationship. Many vocational training schemes are a response to needs arising from changes in the labour market which in turn are connected with economic events. The regions are dependent on a better adaptation of training policies to local socio-economic conditions. Training/development is an integral system which attaches several training concepts to a context of promotion ("sponsorship") and technical support.

  For Jean-Michel PLASSARD (director of conferences and researcher, University of Social Sciences, Toulouse), evaluators and operators cannot avoid complacency on the one hand, and a trench war on the other, unless they enter into a "marriage of convenience". Objectives have to be classified on the basis of efficiency and equity and the whole range of direct and induced effects have to be considered.

5/90 - September 1990

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III - EVALUATION OF TRAINING WHICH HELPED GROUPS OF PERSONS TO INTEGRATE THEMSELVES INTO THE LOCAL ECONOMY AND TO STIMULATE IT (Panel discussion 2)

- Evaluation of training for the development of cooperatives in Wales (United Kingdom)

  The experience in Wales was presented by Teresa REES (Director of the Social Research Unit of the University of Wales College of Cardiff). It dealt with training for the setting up of cooperatives - which are more in line with Welsh industrial culture than self-employment - as a solution to unemployment. The organizer, the Wales Cooperative Centre (a trades union organization) trained 16 redundant workers; then, it requested the University to analyse the project as ex post evaluation within a period of two months (problem of time). Qualitative methods based on interviews were selected.

  Though the target set at the beginning (160 jobs to be created in 16 cooperatives) is far from being achieved, this initiative did at least "provide a useful model for assisting regional economic development".

  The comments of the speaker: the evaluation was both too late - the actual training being over - and too early to establish whether the new jobs created were secure. "What can be said is that sixteen unemployed people have been trained in cooperative development work and most are now employed in that capacity". It is also difficult to disentangle the impact of an innovative initiative from the myriad of other factors which influence and have a bearing on economic regeneration. What criteria should be applied to determine whether the training was too costly?

- An analysis of the professional itinerary of young persons with a view to identifying the impact of vocational training (Spain)

  At Barcelona, the Autonomous University has conducted a study which recalls the work of the "centres de bilan" in France. Jordi PLANAS COLL (professor/researcher, Institute of Educational Sciences, Bellaterra), has examined the real components of the training of youth - formal and non-formal education - at the same time taking into account their family status, their itinerary for social integration and their significant

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life experiences. This study was used by the people responsible for the "Youth" programme launched by the Municipality of Barcelona. It contributed towards a re-orientation of training provision.

Discussion

* When evaluating vocational training a great deal of importance should be attached to:

  - the purpose of the exercise: evaluating for what and for whom?

  - the cultural environment: training is not designed, executed and completed in a cultural vacuum;

  - the trainees' expectations: these have the full right to be included in the list of reference values.

* But is it not an illusion to try and isolate the "net outcomes" of training. An analysis of the professional itineraries of young people in several countries has shown that integration in the world of work cannot be achieved fully without the inclusion of other factors and elements in their lives. Vocational training is only one part of this intricate causality complex.

IV - EVALUATION AND THE TERRITORIAL APPROACH (Panel discussion 3)

- The UK experience of the Training Enterprise Councils (TECs)

  The TECs have been constituted at local level, run by locally-based groups of employers. They will receive and administer the public funds spent on the vocational training of employed persons. This "localization/decentralization/privatization" concept has the aim of:

  - securing the commitment of employers to improving the vocational education and training of their employees;

  - promoting local innovative solutions to resolve the problem of lack of qualified manpower.

5/90 - September 1990

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The University of Sussex was entrusted with the task of evaluating the impact of the TEC networks. As Nigel MEAGER (researcher, University of Sussex, Brighton) said, evaluation of the TECs is clearly of extreme importance but it is a difficult proposition because:

- the stated objectives of the TEC are imprecise;
- the starting assumptions are untested;
- it is not easy to disentangle the effects of localization from the effects of privatization;
- there are no "non-TEC" areas which can be used as a control group as the initiative covers the entire country.

Thus, the research will consist of a comparative evaluation of the performance of different TECs against each other. As many of the TEC objectives are concerned with processes rather than outcomes, emphasis will have to be placed on qualitative techniques rather than quantitative analyses. Six areas more or less representing all the scenarios of the British labour market were selected for the ex ante survey which was aimed at covering: socio-economic conditions, the industrial structure, the provision of vocational training, prevailing ideologies and inter-institutional cooperation.

- The experience of the Regional Observatory of Employment and Skills in Languedoc-Roussillon (France)

The Regional Observatory of Employment and Skills in Languedoc-Roussillon, said Odile AIGON (Regional officer for adult training programmes, Montpellier) is organized on the basis of the economic (competitivity of enterprises) and institutional objectives set for the region. Together with the services of the State it manages quantitative and qualitative data supplied by economists on the large sectors of activity (population, economy, employment, vocational training). Institutional aspect: the Observatory has succeeded in separating the data on employment and training before dealing with the content of training programmes in order to coordinate this in an ad hoc committee. The results are obtained in agreement with the producers and owners of the data.

The aim is to provide policy-makers with the data they need for decision-making. As against the British concept, in France there is a diversification of roles between the State which is responsible for social

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matters, and the regions which are concerned with economic and training issues affecting the enterprises.

Discussion

The participants had a differentiated appreciation of the UK TEC concept (the discussion did not cover the evaluation methods):

* Its advantages were:

  - programming of vocational training at the local level of employment;
  - the development of new attitudes on the part of the employers towards vocational training.

* But it also ran the risk of reinforcing:

  - the short-term perspectives of employers,
  - the over-representation of economic aspects as against social aspects,
  - assistance for the development of established enterprises rather than the creation of new businesses and the encouragement of able competitors.

V - EVALUATION, THE ART OF THE POSSIBLE (Panel discussion 4)

The field studies and the more theoretical approaches give rise to the belief that it will be possible to adopt some simple strategies and identify some indicators:

- from the angle of the trainees:

  . verification of acquired skills;
  . follow-up of trainees (quantity, nature and stability of employment, professional development, mobility);

- from the angle of the enterprises:

  . cost/productivity ratio;
  . evolution of the behavioural patterns of the trained persons (commitment to objectives, cohesion of the teams, conflict management, nature of communications, etc.);
  N.B.: in relation to work organization;

5/90 - September 1990

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- from the regional angle:

  . performance, functioning, establishment, renewal of enterprises;
  . rise in income, in lucrative or non-lucrative activities, in collective initiatives;
  . balance of migration;
  . level/quality of living conditions;
  . number/nature/volume of funding arrangements, partnerships, pilot schemes;
  . development of research and structures to support decision-making.

Several intangible factors complicate the evaluation process, such as the availability and comparability of data, the subjectivity of the actors (each one follows his own road with no common language which can associate him with the others), the way in which the administrations function, the influence of time on the outcomes and the time factor required for their maturity.

There are three certain factors on which the work can be based: the desire to improve the provision of vocational training, investment in research and the mobilization of researchers so that an economic structure of vocational training and its effects can be built up, and the creation of specialized bodies whose primary task will be to disentangle and quantify the problems. The Community Initiative Programmes will, through funding arrangements, induce the regions to establish evaluation procedures and equip themselves for this. A continuous process will have to be set up and based on partnership in order to reduce the intangible factors.

5/90 - September 1990

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- C o n c l u s i o n -

Speaking at the closing session of the Colloquium, Josette PASQUIER, requested by Andre RAMOFF (Member of CEDEFOP's Management Board/Minister of Social Affairs and Employment, Paris) to represent the Centre:

- acknowledged the importance of the problems of evaluation within the context of local development for all actors at all levels,

- proposed:

  . that the evaluation of vocational training should start with a precise definition of its primary and secondary objectives together with the local partners and in terms of the levels of qualifications to be attained by future trainees;

  . that an external structure be set up; it may be easy to draw up a list of financial and physical criteria, but this certainly does not apply to impact criteria. An external structure should be envisaged for evaluation at regional level. Called a resource centre or observatory, its task would be to provide the data which is indispensable for ex ante and ex post evaluation (comparison);

- elaborated - for the Commission and for CEDEFOP whose role of catalyser is now confirmed - possible lines of action:

  . continue the work on indicators, drawing on the studies in the Member States;

  . enlarge the study by including an analysis of what happens in the enterprises;

  . apply the principles of evaluation to all work undertaken, i.e. define a priori the efficiency criteria for each new project and submit it to an ex post evaluation.

With this goal in mind recommendations will be made to the appropriate bodies in due time.

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5/90 - September 1990

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CEDEFOP REGIONAL DEVELOPMENT AND VOCATIONAL TRAINING
ANALYSIS OF THE PROBLEMS OF EVALUATION
Table of Documents - Limoges, CEDEFOP Colloquium, 18-19 June 1990

COUNTRY	AUTHOR, INSTITUTION, TOWN	TYPE (*)	REGION COVERED	THEME OF DOCUMENT / PROGRAMME(S) STUDIES	EN (pp)	FR (pp)	OTHERS (pp)
B	Francis LAVEAUX, Fondation rurale de Wallonie, Sainte-Cécile	(R)	South-east Wallonia	- Formation professionnelle (FP) en horticulture - FP finalisées à la création d'enterprises	-	59	-
	Ludo STRUYVEN, Hoger Instituut voor de Arbeid (HIVA) Leuven	(R)	Limbourg	- VT in transport and construction (VDAB) - VT in the textile sector (VZW VIA)	66	73	NL:46
DK	Marianne RASMUSSEN, Kobenhavns Universitet	(E)	Arhus region Lolland(south)	- Compensation for losses of jobs in agriculture and shipbuilding through training in setting up a business	6	6	-
		+		- RSU-Centre Technologiprojekt - Ivarksatter Projekt			
		(R)		(cf. (R) Michael J. BANNON)	25	39	-
FRG	Rolf DERENBACH, Deutscher Landkreistag, Bonn	(R)	Osnabruck Lower Saxony	- Technisches Aus- und Weiterbildungs-zentrum (TAW) - "Land" programme for PC trainees in crafts enterprises	49	39	DE:40
E	Maria Dolores SAN ROMAN PINA, sociologa industrial Madrid	(R)	Cordillera Sur, (Alquerias) Cartagena, Murcia	- "Practicas en alternancia" y Programas de garanties sociales - "Proyectos formativos" - "Programa de Formación Ocupacional"	-	-	ES:80
	Jordi PLANAS COLL, Universitat Autónoma de Barcelona	(E)		Analysis of the vocational training paths of youth and their relationship with their occupational integration and their family situation. The local dimension as a frame of reference for social integration and and training programmes	6	7	ES: 7
F	Gérard CALAIS, OREAM Service du S.G.A.R. Pont-à-Mousson	(R)	Lorraine	- Re-training of steel workers - establishment of qualification contracts - establishment of the communication channel	122	121	-
		+		- schemes for creation of enterprises			
	"	(E)	"	The impact of vocational training programmes on regional, economic and social development Four case studies in Lorraine	14	14	-
	Jacques BROCHIER, Préfecture de la region Provence-Alpes-Cote d'Azur, Marseille	(E)	Provence-Alpes-Cote d'Azur	Introduction to the discussion on "the methodological criteria and tools permitting an evaluation of the initiatives presented in the context of the socio-economic development of a region"	27	14	-
	Elisabeth PASCAUD, Comité de coordin. des progr. rég. de la FP et de l'apprent., Paris	(E)	Network of regional observatories	Evaluation: A growing necessity of regional employment and training executives	5	3	-
	Jean-Michel PLASSARD, Univ. des Sc. sociales de Toulouse	(E)	Pyrenees	Evaluation des formations pour la création ou le développement d'entreprises	-	8	-
	Michel SANTO, Dir. gén. adj. du Cons. rég. du Languedoc-Roussillon, Montpellier	(E)	Languedoc-Roussillon	Philosophy and overall concept of the Regional Employment and Skills Observatory of the region of Languedoc-Roussillon	8	6	-
GR	Emmanuel DOUROUDAKIS, Consultant, Vrillissia-Attikis	(R)	Crete	- Accroissement du niveau des connaissances en gestion - Creation d'activité, diversification industrielle - Réduction de certaines catégories de chomeurs	-	13	-

* (E) = Text of the statement presented at the meeting
(R) = Report on the evaluation of the impact of vocational training programmes on regional development

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IRL	Michael J. BANNON, Services Industries Research Centre, University College Dublin	(R) +	North Dublin South West of Ireland	Comparative report and synthesis of the DK, IRL and UK studies - LINC: Locally Integrated National Community Programme - BDP: West Cork Business Development Programme	25	39	-
	"	(E)		Evaluation of the impact of operations of vocational training in the regional context	14	-	-
	Michael A. O'Neill, Information Consultant, Dublin	(E)	West Cork	Evaluation of Enterprise Training	3	3	-
I	Aviana BULGARELLI, ISFOL, Rome	(E)	Italy	The impact of vocational training on the regional economy: the problems of evaluation	12	15	IT: 7
	Benedetto CALI, Fondazione Giulio Pastore, Rome	(R)	Milan, Palermo and Syracuse	- Corso di formazione per "agenti di sviluppo"	-	-	IT:78
			Mezzogiorno	- Progetto di formazione per consulenti di organizzazione e direzione aziendale per le imprese cooperative			
			Molise, Sicily Calabria & Puglia	- Corsi di formazione per quadri pubblici			
L	Chantal FANDEL, Ministère de l'éducation nationale et de la jeuness, Luxembourg	(R)	Luxembourg	Action locale pour jeunes (A.L.J.) - Evolution et incidence d'un service d'information et d'assistance pour jeunes en transition de l'école à la vie active	-	119	-
NL	Jaap de KONING, Netherlands Economic Institute, Rotterdam	(R) +	Delfzyl	Evaluating regional training programmes: the case of the Delfzyl Centre for Adult Vocational Training	-	-	NL: ?
		(E)	"		11	11	-
P	-	-	-	-	-	-	-
UK	Nigel MEAGER, Institute of Manpower Studies, University of Sussex, Brighton	(E)	Sussex	Training and Enterprise Councils and the Localization of Training Policy in the UK: Problems of evaluation	8	17	-
	Teresa REES, Social Research Unit, University of Wales College of Cardiff	(R) +	Ulster (Belfast) Northern Ireland	(cf. (R) Michael J. BANNON) - Women's Certificate Course in Information Technology Studies	25	39	-
			Wales (Cardiff)	- Wales Cooperative Centre - Training Enterprise Trainers			
	"	(E)		Training Enterprise Trainers to develop Cooperatives in Wales, UK	6	6	-
C.E.C.	Josep MOLSOSA PUJAL, ESF Evaluation Unit, DG V, Brussels	(E)	European Community	Réforme des Fonds structurels communautaires et exigences d'evaluation	-	8	-
	José Luis ROBLEDO FRAGA, Task Force on Human Resources, Education, Training and Youth, Brussels	(E)	"	Les méthodes d'évaluation socio-économique appliquées aus actions de formation dans le contexte régional	-	28	-

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